Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

he had the battle cry. But what is involved in democracy? The library and the classroom and the lecture and the personal interview are all to contribute to the instilling of that term "democracy" into the man's mind until he realizes that it is something worth fighting for. Then he gets into the training, gets the consciousness of the soldier, and wants to know how to do the job. And there again the library and the lecture and the teacher come in, supplementing the work of the military expert. The man reads and studies and listens and becomes a more effective soldier in technique and all that pertains to military knowledge and practice. Then he contemplates the crossing of that which has become a mere ditch which 276,000 crossed in June—a magnificent achievement. He wants to know about that country to which he is going and those French people for whom he is to fight and with whom he is to fight, and about his comrades in arms from almost every country in the world. There again the ministry of the book and of the class and of the lecture comes in. And so he goes across, gets into the camp and turns weary and worn; he has had enough of the awful business; his mind is saturated with the horrors. Again comes the ministry of the book and the teacher and the lecturer and the entertainer to make him for a little time forget, and bring up his strength of body and mind and spirit so that he shall fittingly go on to complete the grim business. Those are the ways in which we are engaged.

And for another thing, to conserve the results of victory, I want to speak for a moment to the home librarians. I was glad to catch a little word this morning. One of the speakers this morning said: "Yes, push the war work, but keep the home boys strong." We have got to keep the home libraries strong. Otherwise it might be that though we won the victory we would not garner the fruits thereof, and the true general is the one who keeps the results of victory. That is going to mean, after all, a victory of ideas, and putting ideas into practice. Just take this idea of unity of these people with whom we are fighting. We feel now we are brothers in arms with our former foes of Britain, and the Stars and Stripes float from Westminster Tower in London; the Frenchman is our brother in arms. Is that to be just a dream of the past or is it to become a reality in practice? The library, the classroom and teacher and their association are going to assure that fruit of victory.

Another thing—we hear again and again that this is a war of ideals. You know it is much easier to fight for something that is tangible than it is to fight for an ideal. A good many wars have been fought for very definite acquisition. We are not fighting for territory, material possessions; we are fighting for ideals. The book, the classroom, the teacher, are to make those ideals your possession.

LIBRARY WORK WITH CHILDREN IN WAR TIME

By Caroline Burnite, *Director of Children's Work, Cleveland Public Library*

We cannot remind ourselves too often that April, 1917, marked the passing of an old order and the beginning of a new. We were less conscious of it then than we are now, we are less conscious of it now than we will be a year from now. It is a new order for every individual and no less new for every agency serving its community. New problems are being solved and old activities are being tested in the light of new national needs. Schools, libraries, settlements, and all other social agencies are being resocialized. One may see this taking place on all sides, and every worker

can tell of activities she is now promoting which two years ago were entirely outside her field. By reason of this resocialization of community life and forces, tremendous accomplishments have been possible. Out of these common undertakings has come a common spirit, which is bringing the community agencies into new relationships with each other and into a fuller understanding of the place that each should take.

Children, as a class, are as affected by this new life as any other class. One of the great changes for them is that they must now make their own definite contribution of one sort or another to national needs. In other words, they have become an asset for the present as well as for the future. Not next month, nor next year, but *now*, they must be socially and economically productive, and upon those who deal with them, lies the responsibility for bringing this about.

In a great measure society is permitting each institution to decide how children shall help. It is largely allowing each to develop its own ways of helping, keeping a strict accounting of its results. It says to those agencies dealing with children: There are certain things to be done, take your part, show us at such and such a time what you have taken for your share, and at that time it will be determined whether it has been enough.

Society has given such agencies the new common aim of helping to the utmost. But society is not primarily concerned just at this time with the question of how we accomplish our ends, and whether we make what we do mean the most to the child that it can mean. That important question it will determine later, when the children of to-day are men and women, and then the test will be whether they meet the tremendous responsibilities of that hour with the fulness of their powers. But it is for *us* who work with children to remember now, that the resources and ability and spirit of the young man or woman who will be twenty-one some ten years from now depends in no small degree not only upon what he does now at eleven in helping in food conservation or camp library work, but *how* he does it.

In a certain city a Kaiser's coffin was placed in a public square, and children as well as adults who had bought a war saving stamp were invited to drive a nail into the coffin. On bill-boards on leading streets are pictures of atrocities. Hundreds of children see these pictures every day. These methods of arousing feeling are known to be in use in other cities, which are leaders in much that is liberal and progressive, as in the one referred to. Do we need other evidences that the responsibility of the right education of children through war time activities lies peculiarly with the teacher, the librarian and the social worker at this time?

There are certain definite things wherein children are proving that they can be of great assistance. On the economic side there are two: Saving and investment; food conservation and production. On the social side there are three: First, Red Cross work, carried on more recently through Junior Red Cross activities; second, camp libraries; third, heightening and strengthening an ardent spirit of patriotism, thereby arousing those spiritual forces which are the mainspring of action of this time, and which define themselves in true fidelity and devotion to our own land. Rightly fostered, this spiritual ardor is indeed the greatest contribution to present times that children can make.

It is planned in this discussion to show in the reports of various libraries which follow, just what has been the libraries' contribution in war times through activities of children. In utilizing the energies of children, the libraries have had, together with all other agencies, the advantage of the children's fine fresh joy in service which came to them in their first realization that they could help. This joy in service will climax and recede unless it is rightly used, and should this happen, the best that lies in service for them will be lost, their help will become only material and in the nature of set tasks. Giving them the fullest understanding of the importance of the things

they are doing and a full knowledge of the ends they are serving, is the one way in which this can be avoided.

When the library takes the initiative in collecting books for camp libraries, when planning the part it expects the children to take in getting to the libraries the thousands of books to be collected, it should plan at the same time adequate means for the children to learn what camp libraries really are, to see pictures of camp libraries, to learn something of the similarity between a library in a camp and a city library. It must see that children understand from their own use of the library the need of many books on the shelves in order that a soldier may make a satisfactory selection, and something about the different kinds of books needed in a camp library.

If the library is able to secure the help of the manual training department of the schools in making boxes for overseas shipments, it should make available some knowledge about the particular use of the boxes; why they are planned as they are, and the many other interesting matters which will help children to know what they are working for. If Boy Scouts are asked to help in certain definite ways, the library must not reward them with the medal of service of the scout organization, the scout paper, or in some similar way. It should see to it that they become intelligent public servants doing their share.

In other words, we must not set just so many tasks for the children as their part of these big movements, but we must remember that we should aim to appeal to their intelligence as we do in dealing with adults. It is the methods of presentation which must vary, rather than the principles themselves. The important thing is that children should understand that books are a great part of the recreation and education of the soldier, and they should understand, as well, why organization is necessary in carrying forward this work of supplying books to soldiers. One way to educate children in this camp library movement is to get them to write to their relatives who are in camp, asking whether they use the camp library, what they think of it, whether they find books there which they want, and what books they would like which are not available. This might be done in some spirit of investigation, which would give a little training in methods of getting first-hand knowledge.

Whatever in general may be the way the library goes about enlisting the aid of the children, various plans should be worked out, of course, and several organizations will doubtless be needed to carry out the plans. Aside from these dealings with children, commercial organizations might be asked to help, such as a photographers' association to furnish local photographs for pictures and slides; printers' association to furnish a special bulletin for teachers and children. In these and other ways, the resources of many groups of people will be levied upon to contribute to this particular phase of the education of the children.

But the child is chiefly an asset at the present time in his contribution to the community feeling of fidelity and devotion to his country, and the library must play an important part in the quickening of children which this means. We have heard much about the various ways of inculcating patriotism. That such efforts have not always come out of careful thinking, but rather from a fine frenzy for immediate accomplishment is instanced in a child's estimate of her town teacher, "Gee, but she is one patriotism fiend!" One can read from such a remark the pathos of misspent effort and how the child remained untouched by the most desperate appeals. This is the day of patriotism readers, which draw from much that is best in literature, but which are likely to fail in their purpose by reason of the very directness of their approach of subject. Just as direct moral instruction has little place in making of character, so the inculcation of patriotism will probably not be brought about by direct instruction in its beauties and values. It is true also that by no means all which the children can come to know of patriotism will be taken from books. We go to books for the fine deeds of

the past and the present, but a part of such teaching must come out of the immediate experiences of the child, and still another part from intelligent service, well directed. The foregoing references to children's part in camp library work may illustrate the quality last mentioned.

The material which comes from books has been no less available in the past than now. It needs regrouping, however, to bring stronger focus upon motives and situations. Patriotic readers are an effort in this direction. But first let us remember we must understand what patriotism is before attempting to arouse any feeling on the part of the children through story-telling and through their reading. Can we not say that patriotism involves loyalty, knowledge of and obedience to law, knowledge of one's own country and other countries, sharing liberty, safeguarding liberty, sacrificing for liberty, service through liberty. When we really understand this, we are ready to select and arrange material for the children. Heroic deeds in verse and prose give concrete form to these attributes. We must consider the organization of society as well, so that the child can understand that society affords him certain benefits. The child of foreign parentage can understand that for him then lie opportunities peculiar to his own country in the free public libraries and the free public schools, even though he may have heard at home tales of discouragement and of failure to secure those social and economic advantages, the hope of which prompted his parents' removal to America. When we give such meaning to his everyday contacts, we are teaching patriotism, as well as when we draw from the past the deepest and richest experiences of mankind to meet this highest need. But in whatever way we attempt to perform this service, the surest way to avoid the danger of falling into abstract preachments, which are certain to fall always on deaf ears, is by carrying over to children only that which has first quickened ourselves.

In our first reactions in war times, we have been much concerned with the patriotism or the lack of it, in the foreign-born. At times Americanism seems to mean birth in America. In our search for illustrations of heroic deeds we have taken little pains to seek in other classic sources. The other day, twenty-five thousand Czecho-Slovaks marched in a parade in one city to honor the man whom they proclaim as their future president, Professor Massaryk. Some of their banners were messages to us. One read, "Americans, do not be discouraged! We have fought these tyrants for three hundred years!" To such people and to their history could we not well go for new tales of heroic sacrifices for freedom, which can quicken and impel librarian, teacher and child to a new conception of what safeguarding liberty and sacrificing for liberty really mean?

THE WAR AND LIBRARY TRAINING*

By Frank K. Walter, *Vice-Director, New York State Library School, Albany*

It is evident that the success of any kind of training must depend on the quality of the persons to be trained and on the possibility of getting a sufficient number of candidates to permit the selection of enough who are well qualified for the work.

Among the libraries which conduct training classes, by far the larger part have had the number of applicants greatly diminished. In most cases the quality of the applicants seems lower than in previous years. The following comments from Baltimore, Buffalo, Milwaukee and St. Joseph, respectively, are typical:

(1) "War conditions have absolutely demoralized the training of apprentices in

*Abridged from original paper.